

Level A: First Year Outcomes and Enabling Targets

Approved for use by PDP 11/16/05

	Classroom Climate	Classroom Management	Content Knowledge	Establishing Clear Learning Goals and Providing Feedback.	Active Student Engagement/ Checking for Understanding	Critical Thinking and Reasoning
End of Year Target	Classroom Environment: Students think and act positively in your class. They feel they belong in class and feel they can be successful in class. They willingly engage in classroom tasks and activities.	Classroom Management: Students are clear about the behaviors expected of them. Rules and consequences establish clear guidelines for student behavior. Routines and procedures are in place to facilitate student activity in class. Lessons use all available lesson time, ensure active student engagement and instructional delivery and transitions are smooth and organized.	Content Knowledge: The content is delivered accurately and thoroughly. The teacher has made connections facilitating deeper understanding. She/he can prioritize the curriculum between essential/important and "nice-to-know" knowledge/skill.	Establishing a Learning Goal: Each lesson identifies a properly framed learning goal which is communicated orally and in writing to students. Students receive feedback on their progress as part of class or classwork.	Student Engagement/ Checking for Understanding: Lessons feature regular opportunities for students to actively engage the content. Each student produces or creates something that allows the teacher to monitor student understanding. Teacher adjusts instruction based on student feedback.	Deepening Engagement/ Critical Thinking: Lessons regularly include activities and/or questions requiring each student to deepen their engagement including: making connections, identifying similarities and differences or using non-linguistic representations of content.
<div>Start</div> <div>↑</div>	9 Teacher provides models of expected work. The teacher provides encouraging and timely feedback.	9 Teacher provides clear oral and written step-by-step directions to complete tasks.	9	9	9 Teacher provides models of expected work.	9 Comparing is formally taught to help students reach a deeper conclusion or insight about the content.
	8 Tasks and directions are concise, clear and well organized. Students are clear about the knowledge the task addresses.	8 Lesson design and preparation includes organized transitions and a place to keep needed materials.	8	8 Assessments include learning goals being assessed. Learning goals are written next to items or sections of assessment. .	8 Tasks blend opportunities for social/peer interaction as well as individual thought and reflection.	8 Instruction includes formal teaching of the process or comparing
	7 You consistently apply classroom rules and procedures to establish a sense of fairness.	7 Lessons begin on-time and conclude at lesson's end. All available time is used.	7	7 Homework assignments include the learning goals associated with the assignment at the top.	7 Lessons include closure- activity engaging all students that require them to reflect on lesson and learning goal.	7 Teacher questions regularly use stem "How is xxxx similar to or different from yyyy?"
	6 Students get to work with all members of class.	6 Teacher recognizes off-task/inappropriate behavior and uses a variety of techniques (proximity, eye contact/name, specific redirection, private conversation) to respectfully redirect students.	6	6 Students could tell others what the learning goal was for the lesson.	6 All lessons begin with an anticipatory set or "hook"- question, activity that is related to learning goal, teacher explanation of learning goal and connection of the "hook" to the goal.	6 Teacher asks students to create non-linguistic representations of content (pictographs, graphic organizers, physical depiction)
	5 Students know something personal about fellow students.	5 Teacher uses assertive language in class to explain expected behvvario and address off-task/inappropriate behavior.	5	5 Teacher closes the lesson with a reflective activity connected to the goal.	5 Each student produces some output (verbal, written or graphic) that the teacher can observe. Provisional or Readable "Writing to Learn" Activities are used regularly.	5 Writing to Learn Activities are use regularly in class. Provisional writing is included each day. Readable or "revised" writing is included once per week.
	4 Students know and address each other by name.	4 Natural consequences are in place and consistently applied for rule violations.	4 The teacher has made connections that allows her to identify key "big ideas"	4 Teacher refers to the learning goal during the lesson. Helps connect lesson activities to goal.	4 Tasks are well organized, clearly explained and closely related to learning goal.	4 Questioning uses stems from a variety of learning styles.
	3 Teacher greets students by name as they enter the door each day.	3 Teacher establishes a small number of important classroom rules. Seeks student input on rules.	3 Teacher knows more detailed content that can be used to support the most essential content.	3 Teacher begins each lesson with a question or activity that all students engage that is congruent to the learning goal. Teacher explains (or bridges) the connections between the learning goal and the "hook."	3 Lessons include student tasks that get them to cognitively "do something" with the content.	3 Teacher <u>poses</u> questions and uses engagement techniques such as provisional writing or Think-Pair-Share before calling upon students.
	2 Teacher knows something personal about each student. They know something about you.	2 Teacher actively teaches and students practice important routines and procedures.	2 The teacher knows the key skills associated with the discipline and can break the skill into discrete steps.	2 Learning goals are framed properly as "You will better understand xxxxx by verb+content."	2 When teacher or student(s) present information, all students are periodically asked to do or create something related to the learning goal. (ie. Teacher lecture/student presentation followed by student reflection, paraphrase, evaluation...)	2 Questions use a variety of "Bloom" verbs allowing proper wait time and opportunity for all students to engage the question.
	1 Teacher knows and uses student's names.	1 Teacher establishes important routines and procedures in first days of school.	1 Teacher knows the most important content of the discipline.	1 Teacher establishes a classroom routine of posting learning goal in regular spot in classroom.	1 Procedure is in place to have students do something related to the day's or prior day's learning goal as they enter the room	1 Teacher plans questions as part of preparation as opposed to creating them during the lesson.